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ABSTRACT

This paper describes a practicum program that was developed to increase the effectiveness of the administrative team at one high school. A lack of communication skills had prevented the target group from working together as a team. Strategies included role-play activities, workshops, and communication skill-development meetings. A series of surveys were administered to the administrative team and the entire school faculty to measure change in the team's effectiveness and faculty members' attitudes. Two out of four program objectives were achieved: (1) the team members reached consensus on a series of hypothetical discipline scenarios; and (2) they reported in a self-evaluation survey that they had improved their communication skills. However, the faculty did not consistently rate the administrators' skills as significantly improved, nor did they perceive the administrators as enforcing rules fairly. It is recommended that the school develop an inservice program for teachers in conjunction with the administrative inservice program. Appendices include samples of the scenario evaluation form, the Administrative Communication Self-Evaluation Survey, the Administrative Team Effectiveness Survey, and the Climate Survey. (LMI)

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IMPROVING COMMUNICATION SKILLS AMONG HIGH SCHOOL ASSISTANT PRINCIPALS TO INCREASE ADMINISTRATIVE TEAM EFFECTIVENESS

by

Mary Browne Hosack

A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

May/1994

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Abstract

Improving Communication Skills Among High School Assistant Principals to Increase Administrative Team Effectiveness.
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Descriptors: High School Assistant Principals/ Administrative Team Effectiveness/ Communication Skills/ Self Evaluation/ Climate Survey/ Team Work/ Role Play/ Creative Thinking Skills/ Video Workshop/ Facilitative Leadership/ Surveys/ Department Heads.

This program was developed and implemented to increase the effectiveness of the Administrative Team at the target high school. A lack of communication skills prevented the target group from working together as a team. The strategies used in this project included role-play activities, workshops, and frequent meetings where the target group would practice the communication skills that were being taught. A series of surveys taken by the Administrators as well as the entire faculty of the target school were used to measure change in the effectiveness of the Administrative Team and change in the attitude of the faculty members. The objectives of the program were for the Administrative Team to meet consensus regarding a series of discipline scenarios, for the Administrative Team to improve their communication skills as measured by the results of a survey, and for the entire faculty to see an improvement in the effectiveness of the Administrative Team as measured by the results of two surveys. Two of four objectives were achieved. Appendices include an evaluation form used for written responses to the discipline scenarios created by the author, an Administrative Communication Self-Evaluation Survey, an Administrative Team Effectiveness Survey, and a Climate Survey created by the district of the target school.

Authorship Statement/Document Release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

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Practicum Title IMPROVING COMMUNICATION SKILLS AMONG HIGH SCHOOL ASSISTANT PRINCIPALS TO INCREASE ADMINISTRATIVE TEAM EFFECTIVENESS

Student's Name Mary Browne Hosack

Project Site East Lake High School Date May, 1994

Observer's Name David F.H. Scott David F.H. Scott
please print *please sign*

Observer's position teacher Phone # (813) 942-5419

Observer's comment on impact of the project
(handwritten): I attest that the meetings, workshops and other activities mentioned in this project were indeed held, and facilitated by Mary Hosack. All surveys listed in the appendices were taken by the administrators and the entire faculty as described in the project's timeline.

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement/Document Release iii

Observer's Verification iv

Table of Contents v

Chapters

I. Purpose 1

II. Research and Solution Strategy 11

III. Method 18

IV. Results 24

V. Recommendations 30

Reference List 32

Appendices

Appendix A: District Climate Survey 35

Appendix B: Administrative Team Effectiveness Survey 37

Appendix C: Administrative Team Self-Evaluation Survey 40

Appendix D: Discipline Scenarios: "What Would You Do?" 43

Appendix E: Communication Self-Evaluation Survey 46

CHAPTER I

Purpose

The target high school was located on the West coast of a southern state and was built in 1987. The school was built on a piece of land roughly 62 acres in size. This land was a combination of flat, grassy areas bordered by a thin strip of heavily wooded forest and a few scattered swamps. These swamps had led to the land being classified as "protected wet-lands." The school's property was also partially located on a protected bird sanctuary. The construction of the school was delayed due to the discovery of eagles' nests on the site.

The community surrounding the school had undergone a major change. Seven years ago, before the high school was built, the community was very rural. The land was mostly horse and cattle farm land, with a few small subdivisions of homes. Since the school opened, eight new subdivisions of homes had been built, with construction still continuing. These subdivisions had a wide range of plot sizes and home prices including quarter acre plots through one acre plots holding homes costing from $75,000 to $250,000. The rapid growth of

the community had caused a problem with the traffic flow; the number of people on the roads had increased, but the roads had not been enlarged.

The structure of the school was quite unique. Instead of a traditional large rectangular building, the school had 15 separate buildings connected by covered walk-ways. Three of the two-story buildings were used primarily for classroom and laboratory use. The gymnasium, theatre, performing arts building, and the cafeteria were single-story buildings, and the administration building had the library/media center located above it. The other seven buildings were used for maintenance and storage purposes. These 15 buildings and the covered walk-ways formed a total campus area of approximately 250,000 square feet.

The faculty at this particular high school had a combined total of 1,317 years of teaching experience. Fourteen faculty members had been teaching from one to five years, 18 had been teaching from six to 10 years, 31 had been teaching from 11 to 15 years, 22 had been teaching from 16 to 20 years, 12 had been teaching from 21 to 25 years, and two had been teaching for over 26 years.

The educational backgrounds of the faculty members was also varied; 55 had a Baccalaureate degree, 42 had a Master's degree, one had a Specialist degree, and one had a Doctorate degree. Although there was a wide variety of educational levels and years of experience, there was not an equal proportion of males to females or of Black teachers to White teachers. There were 65 female teachers (63 White and two Black) and there were 34 male teachers (33 White and one Black).

The number of students taught by each teacher was very different depending on the type of classes taught. The range of teacher loads was between 12 students (speech-therapy classes) and 176 students (physical education classes). The individual class sizes also had a wide range: three students in speech-therapy through 39 in team sports.

Many of the faculty members were involved in additional activities at the school. Twenty of the faculty members coached a sport, 14 of the faculty members were club sponsors, and four of the faculty members were the individual "class" sponsors.

The school's administration consisted of one principal and five assistant principals. The assistant

principals shared in the duties of discipline, activity coverage, and other miscellaneous "house-keeping" duties. A secretarial staff of six, a data processing clerk, a bookkeeper, a volunteer coordinator, and a campus policeman completed the staff.

Since the school was originally in such a rural area, the zoning lines encompassed a large area. Even though there had been such a large influx of people, these lines had not changed. Many of the school's students lived as far as eight miles away from the campus, while other students lived right across the street. This eight mile figure did not include the distance traveled by minority students who were bussed to the school from other communities.

The student population at this particular high school was homogeneous. Of the total number of students (1,752), over 92 percent (1,630) were White. Fifty-nine students were Black, 36 were Hispanic, 26 were Asian, and one was American Indian. Eight hundred thirty-eight students were males, and 914 students were females. There seemed to be an increase in the student enrollment when the total number of students in each grade level was considered: 362 seniors, 404 juniors, 466

sophomores, and 520 freshmen. The increase in student population was due to the increase in the growth of the area surrounding the school.

In compliance with the current desegregation and bussing laws, minority students from surrounding communities were bussed to the target school. Only 49 of the 81 bussed minority students reported to school on a regular basis. Some of the reasons that such a small number of the minority students that were zoned for the target school actually attended were that the busses arrived to pick students up at 6:30 a.m. and students had to travel almost 15 miles each way. The mere distance between home and school prohibited these minority students from participating in most extra-curricular activities at the school.

The number of students involved in extra-curricular clubs was about 30 percent. The number of students who were on a sports team was also about 30 percent. There was some overlapping of students who played sports and participated in club activities, so the actual number of participating students was between 35 and 40 percent.

In accordance with the vision of the entire school district, this particular high school united with

families and the community in using continual quality improvement to provide a foundation for life that enabled and challenged all students to be successful in a global and multicultural society (Pinellas County School Board, 1992). The writer used this vision as an inspiration for classroom as well as personal goals.

The writer was a teacher of mathematics at the target high school. The writer taught five classes; four were low level, remedial type courses and the fifth class was an honors level course. The writer was a member of the Faculty Advisory Committee and the Discipline Committee, and was actively following the developing research in the field of Outcome Based Education (OBE). The writer was beginning to implement many of the theories of OBE in classroom lessons and atmosphere. The writer had been a classroom teacher for a total of eight years, and had been a member of the staff of this high school since its opening in August, 1987.

Since the opening of the target high school, the Administrative Team consisted of one principal and five assistant principals. At the start of the 1992-1993 school year, the principal and two of the assistant

principals were transferred to other positions in the district. A new principal and two new assistant principals were placed in the target school. The new Administrative Team consisted of three new administrators and three original administrators. The transition from the old team to the new team was not smooth. Many ideas proposed by the new team members were disregarded by the original team members who wanted to continue doing things "the old way."

A climate survey, developed by the target high school's district, was distributed to the entire faculty at the end of the school year (Appendix A:35). The statement that was disagreed with most often (80 percent of the time) was "Rules are enforced with fairness by school administrators." Many open-ended comments were written on the surveys. Some of these comments were: "they (the administrators) have begun to show signs of jealously, anger, and neglect towards their assigned duties and each other", "the new rule of thumb has become pass-the-buck", and "our team of professionals has become a group of non-working, inconsistent, back-stabbers". Since most of the faculty seemed to feel that there was a problem with the administrative

practices, a second survey was given exclusively to the assistant principals to see how they perceived themselves (Appendix B:37) and (Appendix C:40).
The results of the assistant principal's survey showed that all of the assistant principals agreed that the Team did not work together, communicate with each other, or share duties equitably. Strangely enough, the results of this same survey also indicated that each of the assistant principals thought that they themselves were doing a great job, and that the problems must have been occurring because of "someone else." This "finger-pointing" was certainly one of the major underlying causes of the problems that the Team was having at that time.

Since the attitudes and actions of the members of the Administrative Team were being modeled by the faculty, these attitudes would have eventually had a direct effect on the students at the target high school. Unfortunately, the results of the district climate survey showed that only 20 percent of the faculty members felt that the Administrative Team worked together in an effective manner. Since an effective team would have had at least 90 percent of the faculty's

support, there was a discrepancy of 70 percent of the faculty members who supported the Administrative Team at the target high school. Therefore, there was a need to implement a program that would increase the effectiveness of the Administrative Team, and generate more faculty support for the Administrative Team.

In order to increase the effectiveness of the Administrative Team at the target high school, the program needed to fulfill many objectives. The chosen objectives were aimed at showing a change in the behavior of the assistant principals, and a change in the faculty members' perceptions of the Administrative Team. The writer had chosen the following outcome objectives for the project:

1.) At the 9-week point of the 12-week implementation period, the five assistant principals will be able to use critical thinking skills to reach consensus regarding the actions to be taken on at least four out of five hypothetical discipline scenarios created by the researcher (Appendix D:43).

2.) After the 12-week implementation period, the five assistant principals will show knowledge of effective communication skills as shown by an average

score of at least a four "usually" on the five point Likert-type self-evaluation survey created by the researcher (Appendix E:46).

3.) After the 12-week implementation period, the entire faculty will rate the effectiveness of the Administrative Team as shown by an average score of at least a four "usually" on the five point Likert-type survey created by the researcher (Appendix B:37).

4.) After the 12-week implementation period, at least 90 percent of the faculty members will agree with the statement "Rules are enforced with fairness by the administration" as measured by the district climate survey that will be taken by the entire faculty (Appendix A:35).

CHAPTER II

Research and Solution Strategy

Job stress has been considered a factor that may influence organizational effectiveness. According to Blix and Lee (1991), occupational stress was believed to have arisen from a misfit between an individual and their job. The results of a Likert-type questionnaire created by Blix and Lee showed that the use of stress management techniques such as exercise, meditation, rhythmic breathing, and biofeedback did not seem to have a significant effect on the amount of job stress the subject experienced. The results of the study showed that stress management techniques that have been promoted as "protective against the negative effects of job stress" may not be as effective as once thought. Blix and Lee believed that job modification may be one of the only ways to improve job fit and decrease occupational stress.

Schoppmeyer (1988) was also concerned about professionals being ill-fitted for their jobs. He

completed a study in Arkansas which focused on administrators' preparation (or lack of preparation) for their daily duties. The results of a Likert-type questionnaire created by Schoppmeyer showed that administrators felt that their training should have had more emphasis on communication and assertive discipline skills. The comments made by the subjects also indicated a need for more human relations training.

Another study was done in the state of Arkansas by the Arkansas State Department of Education (1989). A forced-choice questionnaire, developed by the University of Arkansas at Fayetteville, was used to measure the "health" of an organization. This Organizational Health Instrument (OHI) consisted of ten dimensions: goal focus, communication adequacy, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation, and problem solving adequacy. Using the results of the questionnaire, appropriate intervention strategies and inservice activities were developed to assist staff members as well as administrators. These activities provided an important link between the subordinates and the supervisors, which resulted in a positive impact

upon the internal workings of the organization. Administrative effectiveness also increased.

A study completed by Wakefield (1984) investigated some basic power communication factors among American male and female executives. Perceptions of personal power and communication effectiveness within the organization were the two primary points of interest. Power communication techniques used by the two genders to establish images of authority were also investigated. The results of a questionnaire developed by Wakefield revealed that both male and female executives felt they were "usually effective" in their organizational communication styles. The findings also suggested that male administrators tended to overestimate their own worth in the organization while females tended to underestimate their own worth in the organization.

Since verbal communication has been considered a highly trainable skill area, Wakefield suggested "joint" communication training of male and female administrators. Role playing and role reversal were also recommended in the hope that the attitudes conducive to an administrative partnership between the genders could be achieved.

Ellingsworth and Rosario-Braid (1986) completed a study of different communication styles used by Filipino and Malaysian administrators. The results of 69 interviews showed that there was no clear preference between interpersonal and interposed communication styles. A two-person conference style of communication was heavily favored over telephone communication or memo usage.

Creating a climate of open communication was the theme of a paper given by Rainey (1983) to the National School Board Association. Rainey explained that identifying, developing, and utilizing the resources of each team member would promote more effective team management. In order to identify the resources of fellow team members, open lines of communication needed to be established. According to Rainey, a successful communicator should have been able to listen, empathize, understand, handle personal feelings, express himself, and be accepting. A lack of communication skills needed to be addressed before effective team management was achieved.

A handbook written by Craig and Hindmarsh (1984) presented a seven-step problem solving process that

could be used in any managing situation. The problem solving process itself was not revolutionary, but the use of various motivational theories to promote better communication and teamwork enabled the process to be successful. The motivational theories explained were: X and Y Theories, Immaturity-Maturity Theory, V Theory, Z Theory, Herzberg's Two-Factor Theory, Expectancy Theory, Vroom's Theory, Achievement and Motivation Theory, Consistency Theory, Equity Theory, and Contingency Theory.

Teacher motivation and administrator communication were also mentioned in an article written by Bacharach and Conley (1986). A ten-question diagnostic tool was developed by Bacharach and Conley to help schools assess their managerial effectiveness. The answers to these questions had forced educators to recognize that the problems in our education system stem from poor organizational effectiveness, not poor teaching. Open communication, shared decision making, and goal agreement needed to be achieved before educational reform could occur.

In order to achieve changes in personality, attitude, methodology, or procedure, most school

districts have used a Staff Development format. According to Loheyde (1982), the three problems involved with faculty development were: motivating faculty involvement, ensuring participation, and eliciting receptive behavior. These problems existed because most staff development programs were chosen and directed by the administration. A lack of communication skills on the part of the administrators prevented the faculty from actively pursuing the types of staff development that they deemed necessary. Having the administration attend courses to improve their communication skills, and having the faculty members take a more active role in choosing and presenting information needed to be the first steps to providing quality staff development programs in the schools.

The need for improved communication skills seemed to be the heart of the majority of the research that was reviewed. The writer had determined that the assistant principals at the target high school needed to participate in a role play activity (Wakefield, 1984). This activity would provide the assistant principals with some insights into the communication problems that existed due to gender.

Better communication skills would also be achieved by providing more inservice training for the assistant principals (Loheyde, 1982). A program entitled Superior Team Membership (Kinlaw, 1990) was chosen by the writer to educate the assistant principals on the use of open communication skills. This training would help the Administrative Team realize the different types of communication styles (Craig and Hindemarsh, 1984) that need to be used when dealing with the different types of people on the faculty.

CHAPTER III

Method

The author of the practicum decided that the best way to provide a quality inservice program to the Administrative Team was to use the resources available through the county's Professional Education (Pro-Ed) Department. The author contacted the director of the Pro-Ed department and was given a list of the numerous inservice programs dealing with Communication Skill Builders. Two inservice programs were chosen to incorporate into the author's practicum: (1) a Facilitative Leadership workshop, and (2) the Superior Team Membership (Kinlaw, 1990) video workshop. All other activities used in this practicum were created by the author.

During each week of the project, the author kept in constant contact with the principal of the target high school. After each weekly activity with the assistant principals, the author shared the results of the activity with the principal. The assistant principals

shared the results of their weekly activities with the school's department heads and with the members of the school's faculty. This provided the assistant principals practice with the different communication techniques that they learned during their workshops.

A series of pre-test and post-test surveys were taken by the assistant principals as well as the entire school faculty during the first and last weeks of the practicum timeline. One week was also devoted to a meeting of the assistant principals which was used strictly to allow the Administrative Team members to vent their displeasure with the state of frustration they were all feeling at the time.

The Facilitative Leadership workshop was presented by a member of the Pro-Ed department. This workshop gave the assistant principals their first lesson on the importance of open communication. Other areas of focus during this workshop were the uses of "visual aids" when communicating with large groups of people.

A role-playing session was used to help each assistant principal see the impact that gender plays in the different ways that people communicate with each

other. The role-playing scenarios were created by the author of this practicum.

The material from the Superior Team Membership workshop was given during four separate weeks of the practicum timeline. This workshop was presented to the assistant principals by the author, with the use of a pre-recorded video taped program. The video was used to teach the assistant principals how to listen to others, how to include others, how to respond to others, and how to show appreciation towards others. The author conducted guided discussions concerning the new communication techniques after each video session.

A series of five hypothetical discipline scenarios created by the author was used to enhance the creative thinking skills of the assistant principals. With the use of their new communication skills, the Administrative Team was able to reach consensus with regard to the actions that would be taken in each scenario.

Timeline

Schedule	Activity
Week 1	Assistant Principals completed an Effectiveness Survey and Self-Evaluation (pre-test survey). Author evaluated surveys and shared the results with the Principal.
Week 2	Assistant Principals attended a group meeting to discuss their feelings and concerns about the Administrative Team. Author shared the results of the first week's survey with the Assistant Principals. Author discussed the results of the meeting with the Principal.
Week 3	Assistant Principals attended a Facilitative Leadership workshop on Communication Skills. Author discussed results of the workshop with the Principal. Assistant Principals shared workshop ideas with faculty members at the monthly faculty meeting.
Week 4	Assistant Principals attended the first session of the Superior Team Membership workshop. Author discussed results of the workshop with the Principal. Assistant Principals shared results of the workshop with the school's Department Heads.
Week 5	Assistant Principals participated in a Role-Play activity (developed by the author), to promote better communication skills between the Team members. Author discussed the results of the activity with the Principal.

Week 6	Assistant Principals attended the second session of the Superior Team Membership workshop. Author discussed the results of the workshop with the Principal. Assistant Principals shared the results of the workshop with the school's Department Heads.
Week 7	Author discussed the progress of the project with the Assistant Principals. Author discussed the progress of the project with the Principal. Assistant Principals shared the results of the first half of the Superior Team Membership workshop with the entire faculty at the monthly faculty meeting. Mid-course revisions were not needed.
Week 8	Assistant Principals attended the third session of the Superior Team Membership workshop. Author discussed the results of the workshop with the Principal. Assistant Principals shared the results of the workshop with the school's Department Heads.
Week 9	Assistant Principals discussed the Hypothetical Discipline Scenarios (that were created by the author). Author discussed the results of the meeting with the Principal.
Week 10	Assistant Principals attended the fourth session of the Superior Team Membership workshop. Author discussed the results of the workshop with the Principal. Assistant Principals shared the results of the workshop with the school's Department Heads.

Week 11	Assistant Principals shared the results of the second half of the Superior Team Membership workshop with the entire faculty at the monthly faculty meeting. Author discussed the results of the completed Superior Team Membership workshop with the Principal.
Week 12	Assistant Principals completed an Effectiveness Survey and a Self-Evaluation (post-test survey). Assistant Principals completed the Communication Self-Evaluation Survey. Entire faculty completed the Effectiveness Survey and the District Climate Survey (post-test survey). Author evaluated the surveys and shared the results with the Principal. Author and Principal shared the results of the surveys with the Assistant Principals. Assistant Principals made plans to share the results of the program with the entire faculty at the next monthly faculty meeting.

CHAPTER IV

Results

Increasing the effectiveness of the Assistant Principals required a change in behavior. The author measured these changes by using a variety of surveys.

To measure the success of the first objective, the Assistant Principals wrote a response indicating which discipline procedures they would choose for each of five hypothetical discipline scenarios created by the author (Appendix D:43). The author compared the responses given by the Assistant Principals, and the Team reached consensus on all five scenarios. The objective was achieved.

To measure the success of the second objective, the Assistant Principals completed a Likert-type Communication Self-Evaluation Survey created by the author (Appendix E:46). The author tabulated the responses on the surveys, and the average score for each of the ten statements on the survey is shown in Table 1. The objective, receiving an average score of at least a four "usually" from the scale provided, was achieved on nine of ten statements on the survey.

Table 1

Communication Self-Evaluation Survey Results

Question	Average Score
#1	4.00
#2	4.25
#3	4.50
#4	3.25
#5	4.25
#6	4.00
#7	4.50
#8	4.50
#9	4.50
#10	4.25

To measure the success of the third objective, the entire faculty of the target high school completed a Likert-type Administrative Team Effectiveness Survey created by the author (Appendix B:37). The results of the survey were divided into two groups: those answered by teachers, and those answered by Administrators. The author tabulated the responses on the surveys, and the average score for each of the twelve statements on the survey taken by the teachers is shown in Table 2. The average score for each of the twelve statements on the survey taken by the Administrators is shown in Table 3.

Table 2

Administrative Team Effectiveness Survey Teachers' Results

Question	Average Score
#1	1.90
#2	2.00
#3	1.70
#4	2.00
#5	2.20
#6	1.70
#7	2.50
#8	1.80
#9a	3.30
#9b	1.50
#9c	2.00
#9d	1.70
#10	1.20
#11	1.10
#12	1.60

Table 3

Administrative Team Effectiveness Survey Administrators' Results

Question	Average Score
#1	2.50
#2	2.50
#3	2.50
#4	3.00
#5	3.75
#6	3.50
#7	4.00
#8	3.00
#9a	4.75
#9b	3.25
#9c	4.50
#9d	4.25
#10	3.00
#11	3.00
#12	3.50

The objective, receiving an average score of at least a four "usually" from the scale provided, was not achieved on any of the statements on the survey when taken by the teachers of the target high school. Many of the teachers' surveys contained written comments. Some of these comments were: "Although the Administrative Team seemed to be putting forth an extra effort to be more consistent, the negative attitudes of the faculty members will not be changed as easily" and

"I can "see" changes in the Administrators, but I just don't "feel" the changes."

The objective was achieved on four of twelve statements on the survey when taken by the Assistant Principals. Comments were also made on the Administrators' surveys. Some of these comments were: "I feel that we are working together and communicating better within the Team", "I wish we had more time to meet together... we are all so busy" and "It's too bad the teachers weren't given some inservice training too... then they might see the changes that have been made behind the scenes."

To measure the success of the fourth objective, the entire faculty of the target high school completed a Climate Survey created by the district of the target high school (Appendix A:35). The results of the survey were divided into two groups: those answered by teachers, and those answered by Administrators. The author tabulated the responses on the surveys taken by the teachers of the target high school, and only nine percent of the faculty responded "agree" to the statement "Rules are enforced with fairness by the administration." The objective, at least 90 percent of

the faculty will agree with the statement "Rules are enforced with fairness by the administration", was not achieved. Comments made by teachers included: "Due to the loss of funding, the Administrators are struggling to perform too many duties... and some inconsistencies are the result" and "Some of our Administrators are better than others, and the less effective Assistant Principals are the cause of these low scores."

The author tabulated the responses on the surveys taken by the Administrators, and only 50 percent of the Assistant Principals responded "agree" to the statement "Rules are enforced with fairness by the administration." The objective was not achieved. Comments made by the Administrators included: "I can't force the other Assistant Principals to follow the rules. I can only try to make sure I follow them consistently myself" and "Although we are beginning to improve our Team methods, the time constraints of the project didn't permit the faculty enough opportunity to experience all of our improvements."

The comments made by the faculty members and the Assistant Principals indicated that problems still existed at the target high school. Closer inspection of

the results of the Administrative Team Effectiveness Survey, Tables 2 and 3, revealed that the way the Administrators perceived their own effectiveness was very different from the way the faculty members perceived the Administrators' effectiveness. Perhaps the changes in communication skills among the Assistant Principals only had an immediate effect on the Administrative Team, and the members of the faculty could not see the changes within the limited time frame. It is possible that the scope of the project was not broad enough to permit the entire faculty to share in the benefits of the Administrators' inservice training.

CHAPTER V

Recommendations

The administrative conflicts described in this project occur in all businesses that encounter administrative or management turn-over. To help eliminate such conflicts, successful strategies can be implemented in any school, at any level, and could also be incorporated into business settings. Conflict resolution methods could be beneficial in any workplace that has management personnel.

The writer recommends that an inservice program for teachers be developed for use in conjunction with this Administrative inservice project. Continued use of this type of training over an extended period of time would produce better Administrator/faculty relations, and result in better survey results.

Strategies and content have been offered to the Professional Education (Pro-Ed) Department of the district in which the target high school resides. It is possible that a course could be developed in which

component points can be earned towards recertification. In order for the project to be used as a basis for a component point course, the Pro-Ed department would have to have the content approved by the state's Department of Education. If approval is given, the course would actually be available to every school district in the state.

It is also planned that the results of this program will be shared at the national level as a result of being entered into the Educational Research Information Center (ERIC) database. All schools encountering administrative difficulties, rivalries, or incompetencies will be able to access the information collected during this project.

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APPENDIX A

DISTRICT CLIMATE SURVEY

Appendix A

District Climate Survey

Please respond to each question about this school, using the rating scale opposite it. If you agree with the statement, circle the letter A; if you disagree, circle D; if you are uncertain, circle U.

		Agree	Disagree	Uncertain
1.	Enough instructional materials are available in the classroom (such as books, maps, learning games).	A	D	U
2.	Teachers provide adequate instruction for students to complete homework assignments.	A	D	U
3.	Students have a good feeling about their school.	A	D	U
4.	The lunch program is satisfactory.	A	D	U
5.	Rules are enforced with fairness by classroom teachers.	A	D	U
6.	Rules are enforced with fairness by school administrators.	A	D	U
7.	The school is kept satisfactorily clean and safe.	A	D	U
8.	A favorable atmosphere for learning exists at this school.	A	D	U
9.	Teachers care if students learn.	A	D	U
10.	Students feel safe at school.	A	D	U
11.	Students look forward to going to school each day.	A	D	U
12.	Enough time is available for teachers to meet with parents.	A	D	U
13.	Enough student services are available to meet the needs of the students.	A	D	U
14.	Extracurricular activities meet student interests. (Such as school band, sports dramatics, and honor clubs).	A	D	U
15.	There is good communication between parents and teachers.	A	D	U

Please check one - I am a ☐ parent ☐ teacher ☐ student

Please write any comments or suggestions on the back of this survey.

Used with permission of School Board.
Documentation available upon request.

APPENDIX B

ADMINISTRATIVE TEAM EFFECTIVENESS SURVEY

Appendix B

Administrative Team Effectiveness Survey

Circle the number of your choice as indicated by the rating scale provided.

1. The Administrative Team members work "together" to solve problems.

   0 1 2 3 4 5
   never always

2. The Administrative Team members "communicate" with each other.

   0 1 2 3 4 5
   never always

3. The school "house-keeping" duties are distributed "equitably" among the Administrative Team.

   0 1 2 3 4 5
   never always

4. The Administrative Team members use their time wisely.

   0 1 2 3 4 5
   never always

5. The Administrative Team members are receptive and available to help faculty members solve problems.

   0 1 2 3 4 5
   never always

6. The Administrative Team cares about the "morale" of the faculty members.

   0 1 2 3 4 5
   never always

7. Teacher evaluations are determined by "consistent and equitable" criteria.

   0 1 2 3 4 5
   never always

8. The Administrative Team "communicates with the faculty effectively.

0 1 2 3 4 5
never always

9. The Administrative Team is "visible" during:

a) lunch 0 1 2 3 4 5

b) passing of classes 0 1 2 3 4 5

c) before school 0 1 2 3 4 5

d) after school 0 1 2 3 4 5

10. The Administrative Team shows "consistency" when dealing with student discipline problems.

0 1 2 3 4 5
never always

11. Referral consequences are consistent for all students.

0 1 2 3 4 5
never always

12. Referral "response-time" is consistent and acceptable.

0 1 2 3 4 5
never always

Please add any additional comments concerning areas of administrative duties that need to be improved.

_____

_____

_____

_____

_____

_____

APPENDIX C

ADMINISTRATIVE TEAM SELF-EVALUATION SURVEY

Appendix C

Administrative Team Self-Evaluation Survey

Circle the number of your choice as indicated by the rating scale provided.

1. I work "together" with the other Administrative Team members to solve problems.

   0 1 2 3 4 5
   never always

2. I "communicate" with the other Administrative Team members.

   0 1 2 3 4 5
   never always

3. I feel that I have an "equitable" share of the school "house-keeping" duties.

   0 1 2 3 4 5
   never always

4. I use my time wisely.

   0 1 2 3 4 5
   never always

5. I am receptive and available to help faculty members solve problems.

   0 1 2 3 4 5
   never always

6. I care about the "morale" of the faculty members.

   0 1 2 3 4 5
   never always

7. I use "consistent and equitable" criteria when evaluating faculty members.

   0 1 2 3 4 5
   never always

8. I "communicate" with the faculty effectively.

   0 1 2 3 4 5
   never always

9. I am "visible" during:

a) lunch	0	1	2	3	4	5
b) passing of classes	0	1	2	3	4	5
c) before school	0	1	2	3	4	5
d) after school	0	1	2	3	4	5

10. I am "consistent" when dealing with student discipline problems.

0 1 2 3 4 5
never always

11. My choice of "referral consequences" are consistent for all students.

0 1 2 3 4 5
never always

12. My referral "response-time" is consistent and acceptable.

0 1 2 3 4 5
never always

Please add any additional comments concerning areas of administrative duties that need to be improved.

APPENDIX D

DISCIPLINE SCENARIOS: "WHAT WOULD YOU DO ?"

Appendix D

Discipline Scenarios: "What Would You Do ?"

In the spaces provided below, please indicate the actions you would take if you found yourself in each of the hypothetical situations previously described.

Scenario A:

Scenario B:

Scenario C:

Scenario D:

Scenario E:

APPENDIX E

COMMUNICATION SELF-EVALUATION SURVEY

Appendix E

Communication Self-Evaluation Survey

Circle the number of your choice as indicated by the rating scale provided.

1. I am a good listener.
   0 1 2 3 4 5
   never always

2. I give and solicit feedback frequently.
   0 1 2 3 4 5
   never always

3. I summarize, organize, and categorize information.
   0 1 2 3 4 5
   never always

4. I share the maximum amount of information.
   0 1 2 3 4 5
   never always

5. I help others solve problems.
   0 1 2 3 4 5
   never always

6. I believe that people have creative potential.
   0 1 2 3 4 5
   never always

7. I care that others understand the information I am giving them.
   0 1 2 3 4 5
   never always

8. I review my materials before speaking to an audience.
   0 1 2 3 4 5
   never always

9. I check all memos and correspondence before delivering them.

0 1 2 3 4 5
never always

10. I paraphrase at meetings to ensure that I am getting the information correctly, and to let the other speaker know that I am listening carefully.

0 1 2 3 4 5
never always